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# Journal of EDUCATION

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# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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# EDITORIALS

## Concentrate on Seattle

THE Texas meeting did more to Americanize Americans than has ever been done by any equal expenditure of time and money. The time and money expended for attendance upon the meeting in the Pacific Northwest will do more to Americanize business than has ever been done by any equal expenditure of time and money.

The difference to American business between having teachers enthusiastic over this great America and having teachers talking about a summer in Europe is as great as between the bloom of youth and the attempt to imitate youth by paint and powder; between putting money in the bank for capital and taking it out for jazz.

Every teacher who goes to the Pacific Northwest is a crusader for Americanization, is a campaigner for American prosperity.

Every teacher who goes to the Pacific Northwest this summer should have some professional advantage ever after. There should be some "honorary" recognition for such a course in American geography, American agriculture, American transportation, American civics, and all phases of American sociology.

Many cities now serve notice to the teachers that if one has not attended a summer school in five years she is not eligible for re-election. It would be equally important to say if she has not taken a course in American travel for five years she will not be eligible for re-election. Americanization and American promotion of prosperity should be expected of every teacher.

We have been to the Pacific Northwest at least once a year for nearly forty years, and we hope to continue to be enriched in knowledge and inspiration by its vastness, its beauty and the revelations of fields, forests and orchards.

We have enjoyed every railroad that crosses the Rockies, and there are no better road beds, no better Pullmans, no better dining car service, no cleaner cars and no faster service than on these famous trains to the Pacific Northwest.

There is no through service from Chicago to the Pacific Northwest that is not "letter

perfect," is not better than any service anywhere was three years ago; safety, comfort and economy were never equal to the provisions for the summer of 1927. For personal pleasure and professional service we urge teachers to know and enjoy the arrangements for the Seattle meeting of the National Education Association.

## New Approach to Bill

THE indications are that the present line of action of the National Education Association will inevitably result in the creation of a Federal Department of Education with a secretary in the President's Cabinet, whose sole purpose will be to unify all sentiment of Congress and of American well-wishers of humanity, in the promotion of child welfare from the standpoint of creating a worthy and noble citizenship.

There is no question but that the American people want American children and youth given the best possible preparation for the making of a nation to serve humanity at home and abroad in the noblest way.

There is no ground for suspicion that any friends of a Federal Department of Education will consent to any action that will in anywise lessen the filial devotion of children, or that will divert in the slightest degree traditional creedal reverence.

Whether or not there be a Federal Department of Education the American people will find some effective way to defeat the machinations of all who aim to make America the rival of nations that boast of cheap labor. Those traitors to the American ideal of the best manhood and womanhood, industrially and physically, socially and civically, will not be permitted to use and abuse children and youth in the furtherance of their selfish greed or political demagoguery.

A Federal Department with a Secretary in the Cabinet to protect children and youth is the simplest and safest way to secure the results that Americans will insist upon, for it is a nation-wide functioning in a glorious cause.

The only alternative is ultimate war to a finish between those who seek local sore spots of vicious purpose industrially and those who propose to clean up all such social malarial and pestful sections. We have eliminated yellow fever districts, tick-infested cattle, animals with foot and mouth disease, and now Congress has appropriated ten million dollars to stop the spread of the corn borer from one cursed district to another.

If political connivance of the enemies of God and humanity is able to create local pest infested sections by opposing a Federal Department of Education there will be such an uprising of the people as will war against all governmental trade advantage and every other thing near and dear to the selfish interests of the enemies of children.

The present plan of placing responsibility for the championship of the Federal Department of Education upon State Associations of Education will soon reveal where the pest nests are, and then the war will be on, if war need be, and woe to those who are on the wrong side of this great issue.

## A Five-Thousand Remembrance

BOSTON does everything she does in royal fashion as was demonstrated in the case of Miss Edith A. Parkhurst, who has taught in the Roxbury high school for fifty years. On her seventieth birthday four hundred of the alumni gave her a reception, at which a check for five thousand dollars was presented her. Mayor Malcolm E. Nichols, a student of Miss Parkhurst, made the principal address; Dr. William T. Foster, former president of Reed College, Portland, Oregon, an alumnus of the school, presided, and Thomas D. Ginn was chairman of arrangements. The check for $5,000 was signed by Olaf Olson, first vice-president of the First National Bank of Boston, an alumnus of the school. Among the speakers on that memorable occasion were Dr. Payson Smith, State Commissioner of Education; Dr. Jeremiah E. Burke, superintendent of Boston, and Augustine L. Rafter, assistant superintendent of Boston, and formerly a principal in the Roxbury district, and Miss Mary McSkimmon of Brookline, president of the National Education Association last year. It was in all ways one of the most distinguished occasions of the kind ever known in New England.

## Training for Personal Service

NEW YORK UNIVERSITY is launching many new plans for practical service, always avoiding freaky and fussy schemes. The latest and highly important creation in the School of Education, Dr. John W. Withers, dean, is the establishment of "Student Personal Service" in charge of Professor Anna Y. Reed, who has been eminently successful in more phases of personal service than any one else whom we have known. We first knew of her famous success in Seattle, then in the Department of Labor in the World War. She has always had an almost uncanny skill in evaluating the talent and adaptation of persons for special activities. In the New York University she is blazing an entirely new trail in an important service. The Summer School course at the University is one of the most valuable courses anywhere in the country.

# Babe Ruth and School Boys

By A. E. WINSHIP

WHY is Babe Ruth worth $210,000 for three years on the diamond? There is no question but that he is worth that salary or he would not receive it. In his case there is no suspicion of personal favoritism, of prestige as a stockholder, or of political influence. He has demonstrated that he is a good investment financially.

It is not because he has scored many more home runs than any one else has ever scored, but because he has done this with every possible disadvantage.

He has always faced the best—or worst—available pitchers. They have always rested up so as to be at their best from the standpoint of pitching the worst balls for him to hit.

Every baseman, every in-fielder and out-fielder is at his best when Babe Ruth goes to the bat. There is no weak spot in the opposition behind him, before him, on any side of him. If he scores a home run it is the best possible triumph.

This is the lesson that every school boy should learn, that every teacher and supervisor should have ever in mind. In grading and ranking students there is no justice, no educational decency that does not take into account the triumph over handicaps. A student's native ability, his health, his home helps or handicaps should always be considered. Marking papers on answers, merely, is worth less than home runs scored on the practice field in March.

A school boy who seeks personal advantage of any kind in any way confesses that he is a weakling. A valedictorian who has had all sorts of favoring conditions has slight prospect of success in life. An Edison, a Burbank, a John Burroughs, a Firestone, or a Henry Ford has a famous home-run record because he has played with the field set against him and has made all bases while the opposition was watching the ball sail out of bounds.

Big winnings are going to school boys far from the head of the class who have faced all sorts of opposition, social and financial, successfully. No school boy has much to hope for who thinks of high school life as merely a practice game. Every way, every day a school boy must realize that the world is not going to make it easy for him to hit any ball, to steal any bases, and the higher his reputation, the more favored he is in public appreciation, the less help he will get in being a success.

When a student goes astray, when a school girl demonstrates tendency to banditry or tries suicide it is not the girl who needs looking after but the tendency of the school or college to place emphasis upon easy winnings. If the attitude of teachers or of classmates creates a feeling that life is not worth living because a pitcher throws a ball that tempts one to think he can hit it when he cannot, or tries to steal a base and fails, something in the system is wrong.

Every one in the school system who fails to pay a premium upon heroic effort to play the game when catcher and pitcher, baseman, infielder and out-fielder are alert to prevent his scoring is doing his part to create student bandits and suicides. It is not individuals that are to blame but the sentiment of the system.

Babe Ruth doesn't make a home run once in a hundred times that he goes to bat, but his salary is not established by the ninety-nine times that he fails to make a home run.

---

# The Scarecrow

BY A. W. DEWAR

A scarecrow stood in a field of corn,
With his arms outstretched and his clothes all torn;
His coattails flapping out behind,
The worst looking scarecrow of his kind.

An old clay pipe was stuck in his mouth,
And his head turned round from north to south;
A wisp of straw stuck out of his hat,
And he looked for the world like an Irish Pat.

A flock of crows went flying by;
When they saw the scarecrow, mounted high,
For terror filled their feathered breasts,
Till it spread their tails and raised their crests,
And they cried, "Caw, Caw, we are all undone,
There's a mean old farmer with his gun."

But a wise old crow in a near-by tree,
When he saw the scarecrow cawed with glee;
There is corn in that field, I do declare!
If there wasn't that scarecrow wouldn't be there.

So he flew right down on the scarecrow's hand,
And from there he surveyed the fresh tilled land,
And for many a day in the early morn
He ate his fill of the tender corn;
While his silly mates said: "That scarecrow's bound
To scatter his feathers along the ground."

What a lot of humans are silly crows—
Afraid if a bugbear shows his nose;
From the thing that's hard they will always flee;
The gold in the rock they never see;
They never learn like the wise old crow,
That where scarecrows are, something good must grow.

—In T. N. T. Bulletin.

# *Belding's Page*

*DISTRACTIONS*

EDUCATION would progress more rapidly and successfully if there were not so many things in modern life to distract the student. Motion pictures, dances, parties, plays, athletics, radio—these are but samples of the most common magnets which pull the student away from his appointed task, and not only that—fill his head with thoughts which are so much more interesting to dawdle over that serious study receives but a divided attention even in the short time snatched for study.

Now the schools could forgive purely commercial interests for trying to entice the mind of the girl or youth in school. The interests which are harder to forgive are those that exist for purposes of human uplift and betterment—such as churches, Y. M.'s and Y. W.'s. scouting organizations and fraternal and religious orders of all kinds. One or another of these bodies is forever seeking to encroach upon time which should be given to study, exercise or sleep. Each distracting influence appears to think it is the only really important thing on the youth's schedule. Sometimes it will even demand absence from school for an hour, a session, or several sessions. If school authorities protest, they are deemed unreasonable.

How long will it take the leaders of community life to wake up to the fact that school is the main business of the boy or the girl, and that outside activities must be taken in moderation and at proper times only, if the best results in education and in health are to be obtained?

---

*TEACHER THERMOS*

AN ICE company in Tonawanda, N.Y., employs a gas heater to keep its ice warm.

Strange, is it not? Yet it is a fact. If the cakes of ice in an ice house are subjected to the usual ups and downs of the thermometer outside, the alternate melting and freezing of the ice causes it to congeal into one solid cake the size of the ice house. But by keeping the temperature even at about thirty degrees or a little below freezing, the ice company can keep its cakes separate until sold. A thermostat automatically controls the heat.

Pupils in school do better work if room temperatures are kept even; neither too hot nor too cold.

In another sense, too, the classroom needs heat regulation. The teacher's "temperature"—or perchance her temper—ought to have some form of automatic control. The atmosphere of the room needs to be equable for best results. If a teacher blows first hot, then cold, the pupils are congealed into a solid mass by their common weariness and disgust. If the teacher controls her emotional states so as to be always warm with friendliness and understanding, never hot with anger and never cold with indifference or disdain—then each pupil retains his or her personal relationship with the teacher and develops in accordance with his or her own individual capacity.

---

*THERE OR HERE?*

AMERICANS are a restless people. They are forever moving about from place to place in automobiles. "Where do we go from here?" is the constantly repeated question.

Our people change their places of residence often. Ambition for achievement leads men from city to city. Few indeed are the families with children grown, all living in the same neighborhood.

Something is gained from moving about. The rolling stone rounds off many a rough-corner—but it fails to gather the moss of abiding friendships.

Each one of us has an eye out for opportunity. We ask ourselves where it is to be found. Over there looks so much better than right here that we are inclined to leap without looking.

Ambition to make the most of one's talents is not to be balked, nor ought it to be. But one may discover—if one searches hard enough—opportunities close at hand, possibly equal to those far away.

This is good doctrine to impart to students. The impartation will be done most successfully by teachers who believe in the principle and can show that in their own cases they have discovered or even made opportunities where they are instead of pursuing the phantom hither and yon.

Anson W. Belding

*Associate Editor.*

# *Letters of a Superintendent*

## The Real Meaning of Thrift

To the Pupils of the High School:

The annual report of the American Bankers Association for the year ending June 30, 1925, placed our city on the honor roll.

In compiling the report only those schools were included in which school banking was carried on. To gain a place on the honor roll at least 75 per cent of the pupils must be depositors. We have been on the honor roll for three years, and all schools except the High School have been included.

This year the High School is included in the banking system, and unless you do your part to keep up the good work we will be dropped from the honor roll because the total enrollment of the Junior-Senior High School will have to be included in the computation, and unless a very large number of you become depositors the total number of depositors will drop below 75 per cent. of the total enrollment. I trust that you will do your part not only for the honor of your school and your city but also and more especially for the benefit which you yourselves will derive from systematic saving.

One of the greatest obstacles to a more widespread development of savings is the lack of common understanding of the part that money plays in our scheme of civilization. Money, in school and out, has been regarded simply as a counter—a medium of exchange. The real reason for thrift is that money is not merely the counters in the game of buying and selling. Money is an agency for promoting enlightenment, for carrying on the work of the Lord in the world, for encouraging initiative and self-respect, for developing industry and business, and for revealing to boys and girls the road up which mankind has climbed through all the weary centuries from the far-off dawn of civilization. Money is a social agency, and happy is the youth who comes to an understanding of that fact.

Thrift does not emphasize the amount of money saved. Nor does it emphasize the saving of money simply to have it. The emphasis is on saving money in order to use it wisely.

---

## If

(With apologies to Kipling)

BY BETSEY M. BOSTON

If you can keep your head when all the "supers"
Are losing theirs and blaming it on you;
If you can trust your IQ's when others test you,
And make allowance for their counting, too;
If you can test and still find time for teaching,
And still can smile although your rating's low;
If you can check and check and keep on checking,
And yet don't look too fagged nor seem too slow;

If you can teach both penmanship and spelling,
Nor yet neglect the "Demons" but display
The hundred facts, music and silent reading
All on colossal charts within a day;
If you can bear to see the rules you've taught
For years and years discarded, unendorsed;
Or watch the recent projects turn to naught,
Discipline scrapped and rules no more enforced;

If you can ev'ry modern method master,
Winnetka, Dalton, Houston, Free Art, Clay,
(Good management and sense prevent disaster)
And begin again the good old-fashioned way;
If you can force your brain to toil past midnight,
And risk your health lest you your duty shirk;
If you can plan (on second wind) till daylight,
And never breathe the words, "I overwork";

If you can keep your faith (your eyesight too),
And watch the growth beneath your magic touch;
If neither tests nor checking charts submerge you;
If methods count with you, but not too much;
If you can fill the minds to your care tendered
With love and high ideals that lift the soul,
Yours is the joy of loving service rendered,
And which is more—you've reached the teacher's goal.

# Dallas Conference

(Continued from last week

## The Appreciation

THERE is an approximation of the appropriate in the appreciation of the editor of the Journal of Education at the Dallas meeting.

A watch chain, consisting of forty-eight links, provided by educational friends in the forty-eight states of the Union, is the nearest justification of any appreciation that has been suggested.

It has become somewhat fashionable to say extravagant things in the introduction of the editor of this magazine, and it often leads to his embarrassment, but there is nothing extravagant in the expression of the editor's appreciation of friendships in every state in the Union.

Certainly no one will claim equal demonstration of appreciation by all of the states. No one will pretend to have had opportunities to lecture in all of the forty-eight states as many times in fifty years, or in as many states as many times in the last six months, or in as many cities in as many states in the eleven-days trip from Boston to Dallas.

In no year in the past forty-two years has he lectured in as few as thirty states, and in all of the forty-eight states many times in the forty-two years.

From August 16, 1926, to February 15, 1927—an even six months—this was his record given in the order of the lectures in the states: Maine, Massachusetts, Illinois, California, Arizona, Texas, Louisiana, Massachusetts, Vermont, Pennsylvania, Illinois, Michigan, Missouri, Oklahoma, Kansas, Nebraska, Illinois, Michigan, New York, Pennsylvania, Maryland, South Carolina, Alabama, Georgia, New York, Massachusetts, Illinois, Wisconsin, Iowa, South Dakota, Tennessee and Kentucky. This has often been equaled in a six-months' activity.

The eleven days from Boston to Dallas listed lectures in ten cities in five states—New Jersey, Central New York, Western Pennsylvania, Kentucky and Tennessee.

At Dallas several prominent educators said: "This is my first time in Texas," to which he could reply: "I have been coming to Texas for forty-five years and have lectured in thirty-two cities and institutions in the state."

He went to the Pacific Coast fifty-two years ago, and has made sixty-five trips from the Atlantic to the Pacific Coast and back in the fifty-two years.

There is no liability that any one will challenge the appropriateness of his wearing a chain with the name of every state written on the links.

There is one phase of appreciation that is amusing. Quite commonly men will say: "I hope I may keep his pace at his age," as though the only interesting factor is that of age. His reply is: "Don't wait till you are as old, but do it now. Arrange five lecture itineraries to the Pacific Coast and back in one year, as I did in 1925, or four as I did in 1926. Don't take any chance of doing it after you are eighty."

At Dallas, when thousands of the audience rose as he accepted from the hands of Mrs. Cora Wilson Stewart the chain and accompanying charm, he could only say: "Thank you," and we can only add that he fully appreciates the appreciation of his friends in forty-eight states.

---

Superintendent Oberholtzer of Houston has been better known to the superintendents of the country before the Dallas meeting than has any other leader of Texas, which was a distinct advantage to the superintendents from everywhere. He is a born "host," and it seemed as though all the school people of Houston were at Dallas to help him make everybody welcome to Texas.

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## The Sunday Breakfast

ONE of the exceptionally interesting meetings at Dallas was the Sunday breakfast inherited from the courtesy of Albert W.Clancy, who for a quarter of a century was host to a miscellaneous company, of whom a few were constant. His last Sunday breakfast was in Cincinnati in 1925. It was by far the largest of these gatherings. He was feeble and we could but realize that it might be his last meeting with us. Homer H. Seerley and O. T. Corson sat on either side of him, as they had known him personally long before the Sunday breakfasts were thought of.

In Washington last year the Sunday breakfast was a Clancy memorial, by far the most wonderful of all the Sunday breakfasts. Miss McSkimmon, president of the National Education Association, recited the thirteenth chapter

of First Corinthians as it was never recited before I am sure, and when she said: "For now we see through a glass, darkly; but then face to face; now I know in part; but then shall I know even as I am known. And now abideth faith, hope, charity, these three; but the greatest of these is charity"; as by magic we all stood and recited "The Lord's Prayer." We have never known another such minute in all our experience.

Hesitantly most of those at the Washington breakfast came together in Dallas on Sunday morning. Arthur Chamberlain was at the head of the table. Neither Dr. Seerley nor Dr. Corson was present. It was mostly the younger people of the Washington breakfast. Happily all, women and men, rose and gave their first names as they would like to be called in a friendship way, and "Sunday Friendship Breakfasts" were christened most delightfully.

## Exhibits as Educators

THE Dallas Exhibits were on a higher plane of education than ever before. There were exhibits that challenged scholastic, historic, and geographical admiration. One of the most important and interesting was the Martin Behaim Globe of the year 1492 at the booth of the Weber Costello Company of Chicago Heights, Illinois.

Martin Behaim of Nurnberg (1459-1507) had some renown as an explorer of unknown places and of uncharted seas, but unfortunately the records of his achievements have been lost to posterity. His fame rightly rests on the construction of the Behaim Globe now in the museum at Nurnberg. In so far as recorded knowledge goes it was Martin Behaim who constructed the first modern terrestrial globe, which is the oldest terrestrial globe extant. Martin Behaim made his first globe when Christopher Columbus was sailing the Atlantic in search for a new route to the Indies. It has been the good fortune of Weber Costello Company to secure an exact reproduction of the globe map of Martin Behaim, which has been mounted at great expense, and was shown on an exact replica of the original stand at Dallas.

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The personality of President Randall J. Condon was in no way better demonstrated than in the closing paragraph of a letter sent to members of the Department of Superintendence on February 8: "Come to Dallas and enter into the spirit of good fellowship and warm-hearted hospitality that await you; come early and stay through to the end of the program. May you enjoy the week, and at its close take away with you a new appreciation of a great state, a fine city, a generous people; and an inspiration that will help you to give even finer service to the children of America."

## High School Orchestra

The most remarkable achievement of Dr. Condon's administration was the National High School orchestra of two hundred and sixty-eight instruments from thirty-nine high schools, under the direction of Joseph E. Maddy of Ann Arbor.

There were 100 violins, 32 violas, 28 'cellos, 19 string basses, 11 flutes, 12 harps, 12 clarinets, 10 French horns, 10 trumpets, 9 oboes, 6 tubas, five drums, 9 trombones, 8 bassoons.

Michigan had the largest delegation, 44; Pennsylvania had 22; Texas and Ohio, 20 each; Kansas and West Virginia, 17 each; California, 15; other states represented were Maine, Montana, Florida and Utah.

John Chic Kanzeff of the Polytechnic High School, San Francisco, was chosen concert master, the highest honor attainable.

## Delegates to N. E. A.

A COMMITTEE of which Dr. Philander P. Claxton is chairman has been created by the Board of Directors of the National Education Association to rectify some amusing blunders in the assignment of delegates to the Association. The two absurdities most noticeable are the assignments of delegates to the Association on the basis of local membership regardless of membership in the N. E. A, and the other is the apportionment of delegates to associations other than states, so that a member in the N. E. A can be counted as many times as he happens to belong to these other associations. For instance, I am a life member through the appreciation of friends. I am also locally counted in membership in five other associations, so that I help to make six delegates to the business meetings of the National Education Association, which to say the least is amusing. The harmlessness of this is apparent because there has never been a respectable minority on any issue, and no one of the local associations that we represent has ever differed from any other that we represented. The unanimity of the delegates is unprecedented and may not continue forever.

---

SARAH LOUISE ARNOLD.—One of the high spots in Dr. Condon's program was the prominence given Miss Sarah Louise Arnold, Lincoln, Massachusetts, one of the most distinguished women in education in the United

States. She has been assistant superintendent in Minneapolis, where she attained national distinction as a professional writer for magazines, as an author of widely used professional books, and was recognized as the leading professional speaker of the country. She was thereafter for several years an assistant superintendent of Boston, where she intensified national appreciation which led to her call to the Deanship of Simmons College when it was created in Boston. During these years of administrative service she was recognized as equalled only by Dean Talbot of Chicago University. She continued to magnify her talent as an author and public speaker and was appointed a member of the Massachusetts State Board of Education, where she has served for many years. She retired from service as dean of Simmons College, and enjoys the service to the girls of today as national president of Girl Scouts of America. No one had a better message at Dallas than had Miss Arnold, and no one presented a message more attractively or forcefully than did she.

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Oklahoma made the most of her proximity to Dallas, and every school man and woman of Oklahoma, under the leadership of Superintendent P. P. Claxton of Tulsa, played the part of host to the Department.

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DR. HELEN THOMPSON WOOLLEY, to whose messages Dr. Condon gave especial prominence, is the leading scientist of America when it comes to an expert study of children whose problems require the most exact and exacting science seasoned with superabundance of wholesome common sense. Mrs. Woolley established her reputation as a member of the faculty of Mount Holyoke College. She heightened her science in Cincinnati as a professional associate of Dr. Condon. She broadened her vision and magnified her skill in Detroit, where she created the most important clinic for the study of exceptional children in America. Two years ago Dr. Woolley was induced to join the faculty of Teachers College, Columbia University, where her opportunities are boundless. Her messages at Dallas were nobly scientific scholastically and brilliantly attractive artistically.

EMILY GRIFFITH.—No other American woman has achieved the same distinction in educational service that Emily Griffith has through the Denver Opportunity School, the first institution of its class in the world, and the only one to have a tax provided plant costing millions, serving annually approximately ten thousand youths and adults who could have no similar opportunity elsewhere in Denver or in the same way elsewhere in the world. Miss Griffith on the platform makes the story of the Denver Opportunity School so vivid that it is one continual thrill which no one could escape if he would, and would not escape if he could. We have known the miraculous achievement of the Opportunity School since it was a mere waif. We have been intensely interested in all institutions and in all personalities that live to salvage wrecked lives old or young, and nothing has equaled the Opportunity School, and no one equals Miss Griffith in the art of portraying the way a school can heed every S.O.S. call for a life line. She was at her best on the Dallas program.

FLORENCE HALE, State Department of Maine, increased her fame in her opportunities at Dallas, which was an unprecedented achievement. Four years ago Miss Hale was to the most important evening program in the San Francisco-Oakland meeting what Alvin York was in a tragic hour in the World War. The only woman on the program, a wholly unknown platform factor, at 11 o'clock at night, when what was left of the dwindling audience rose en masse to depart, Florence Hale captured them bodily by one lone sentence, and as by magic they dropped into the nearest seats captive of one sentence spoken by one in whom they had had no interest. We have had unusual opportunities to see the reaction of audiences, and never in all the years have we known a lone sentence from an unknown person to take so many prisoners as did Florence Hale's sentence at 11 o'clock at night in San Francisco.

As a result of that one sentence on that night she has been upon more state programs than has any other man or woman, and has played a winning part on the three summer and four winter meetings since 1923. Usually she has captivated her audience by some brilliant emergency sentence, but at Dallas, again and again, she won her audiences, maintained and even intensified her platform leadership constructively. Since the Dallas meeting we have heard Peter W. Dykema make a great address on music, and the two high spots were quotations from Florence Hale's address before the National Council at Dallas, and by far the best after-dinner speech we heard at any banquet that week was Florence Hale's address on the mission of a "Health Program in Rural Schools."

## Need of More Equitable Plan

By WILLIAM JOHN COOPER
State Superintendent, California

SERIOUS inequalities in ability to provide educational advantages exist in even so wealthy a state as California. A study of eighty-eight high school districts located in twelve of the state's fifty-eight counties shows a range in true wealth behind each pupil in average daily attendance of from $31,352 in a Nevada County district to $1,225,190 in an Alpine County district.

This causes serious variations in tax rates among the several districts and makes it difficult for the taxpayer to understand what he is getting for the money he pays. The tax rates on each one hundred dollars of assessed valuation ranged from 28 cents low to $1.50 high. California schools derive their support from a state school fund derived in large part from a tax on corporations and a county school fund derived from tax on general property throughout the county, and a district school tax also levied on general property if such a tax is needed to supplement state and county aid.

## Individual Technique

By CARLETON WASHBURNE
Superintendent, Winnetka, Illinois

THE Individual Technique as it has been developed in the public schools of Winnetka, Illinois, makes it possible for children to progress through their ordinary school subjects as individuals, each child mastering each unit before going to the next, neither hurried nor retarded by his fellows.

The Individual Technique also makes it possible to provide a large amount of time and opportunity for group and creative activities, which have as their purpose the development of originality, leadership, and the spirit of cooperation. The Individual Technique itself consists of three common-sense steps. These steps may be taken in any school system to the distinct advantage of that school system. The three steps of the technique may be summarized as follows: (1) Specify exactly what knowledge and skill each child is expected to master. This should of course be done in terms of scientific research as to social needs. (2) Prepare or select complete diagnostic tests which will determine exactly where each child needs help or training. (3) Make the materials of instruction self-instructive, like correspondence lessons, so that each child may move step by step independently without always having to wait for the teacher.

The technique simply consists of knowing what you are trying to teach, finding out where each child needs help, and making it possible for the child to learn what he is expected to learn.

## Formal and Informal Teaching

By MRS. LUCY SPRAGUE MITCHELL
New York City

THE school and the home have the joint task of planning environments for children best suited to their stage of growth. The adequacy of the environment must always be judged by what the children get out of it, not by the objective products judged by adult standards of workmanship. In the early years children need to grasp basic relationships in the behavior of both material and living creatures. They can best be helped in this difficult step by an environment which permits of physical, mental and social manipulation and experimentation, an environment which provides for an outgrowing expression on their part as well as for an incoming impression, an environment which is flexible enough to make use of the particularized, even the chance, opportunities which turn up.

Are children, in school or home, best as onlookers or workers? Do they function best when faced with a complete situation or in an activity? What kind of creatures are they biologically? Mere receptors? Or are they creators as well? Young people below that big transition period which occurs around seven to eight years get comparatively little out of a formal situation which is completely organized for them. The physical needs of young children demand physical environment in which their legs, arms and whole bodies can function freely.

Physically the children are in the big muscle stage of growth. Equally their mental needs demand an environment which their minds can attack and experiment with in much the same way that their bodies attack and manipulate objects. A formulated piece of adult thinking, completed without them and presented to them as facts or demonstration is as inadequate a substitute for their own investigations as a movie is as a substitute for being turned loose in the open fields or on a playground. This is equally true, I believe, of social environments as adapted to their stage of social growth.

## Supervisors as Specialists

By JOHN W. RITTINGER
State School Inspector, Indiana

ALL STATE school inspectors or supervisors must be specialists in the field of education. Because of the large number of schools

and the limited number of inspectors found in most states, the inspectors trained in the general field of supervision can render the greatest service. The number of persons employed as supervisors or inspectors will determine the extent and the character of the work to be done. One inspector in a state having several hundred high schools and perhaps several thousand elementary schools should be trained in the field of general school administration and can render the most valuable service by giving his time and energy in assisting progressive local officials in working out their problems. He may assist also in bringing to the attention of backward school officials their failure to meet standards set up by the State Board of Education if such standards exist, and to help those school officials to improve their situation.

## Junior High School Development

By DAVID E. WEGLEIN
Superintendent, Baltimore

SO RAPIDLY has the development of the junior high school taken place that existing teacher-training agencies have not been prepared or able to provide adequately trained candidates to meet the constantly increasing demand. Each system of schools has been forced to a greater or less extent to develop its own corps of junior high school teachers. The majority of the teachers of junior high schools should be those who have had considerable experience in the upper grades of the elementary schools. In Baltimore, through the co-operation of the Johns Hopkins University, it has been possible to provide facilities for giving prospective junior high school teachers both academic and professional training.

Each large city system should, so far as possible, prepare its own junior high school curricula and courses of study. Whether a city system of junior high schools should have city-wide subject supervisors or separate heads of departments in each school is a matter which must be worked out in the light of local conditions. Baltimore has adopted the former plan with considerable success. The city uses, however, the latter plan for supervision in the senior high schools. In Baltimore there are monthly conferences of senior and junior high school principals and junior high school supervisors. Articulation with elementary schools is improved by a "follow-up" of all elementary school pupils at the end of the first quarter of the seventh grade in the junior high schools. The subjects specially considered are English, arithmetic, geography, and history.

## Ideas and Ideals

By WILLIAM H. HOLMES
Superintendent of Schools, Mount Vernon, New York

PROFESSOR WILLIAM JAMES once said that the aim of education was to lead one to tell a good man when he saw him.

In Dr. David Starr Jordan's book of essays, "The Care and Culture of Men," he states that one of the graduates of Stanford, who had been out of college for some years, complained that college did not teach him to tell the difference between men. For example, he said that so far as his education was concerned he was not led to discriminate between an unprincipled despot like Napoleon and a great public servant like George Washington, nor between a clever politician like Mark Hanna and a great statesman and public benefactor like Abraham Lincoln.

Such an outcome is largely the result of failure to give the development of conduct its appropriate place in education. Good conduct is really the end and aim of all education, yet it has been given a subordinate place in the program of the schools, the idea being that it will be developed from incidental teaching. Educators are coming more and more to see that it is necessary to present ideas and ideals of what is right in conduct if we wish boys and girls to have the guide lines that will lead them to right social acts.

This does not mean that children should be swamped in the consideration of a vast number of ethical ideas and ideals as is often the case when schools try to teach a great number of virtues in set lessons on ethics. There are, however, certain great fundamentals of living that should be stressed all along the line in school work. At least one well-known sociologist has presented these essentials under four heads, honesty, self-control, industriousness, and co-operation. Under these four heads can be included all the other minor virtues that make for the building of personalities and good conduct.

Honesty, of course, includes the square deal, keeping one's promises, and all that comes under the term dependability. It means being honest with one's self as well as being honest with one's fellows. Boys and girls need to know the various forms that honesty and dishonesty take in the work of the school from the kindergarten through the secondary grades.

Self-control is an essential element of the new education. It means governing one's desires, passions and prejudices. It also means having courage to do the right because it is right, and doing one's duty both with and without supervision. Under the old school regime obedience was stressed—obedience to parents, to law, and to those in authority—but obedience

means little unless it comes from the authority of control which one has over himself. It is intelligent, willing obedience, that comes from self-control, that the modern school is seeking to develop.

Industriousness is a broad element of character, including the joy or spirit of work and good workmanship. Industriousness is a modern development; the savage works only when he needs food, shelter, or protection. The spirit of work, if properly developed, should lead the worker to do his best—to do a piece of work so that it will bear his name with honor and credit. The good will or good name that comes from work well done is a precious possession both in its spiritual and material values.

The fourth essential of living that needs to be stressed in schools so that boys and girls will have correct standards for judging their own and the conduct of others, is the social spirit or co-operation. Co-operation is perhaps the biggest of the modern virtues, including as it does the feeling of responsibility, and the willingness on the part of the individual to do his best, both as an individual and as a group worker, to bring about worth-while social and civic ends. Through willingness to co-operate in team play of the many activities connected with the schools, both within and outside the regular school hours, boys and girls develop the spirit of co-operation so that they will be willing to do their share in the many group activities that are included in the term good citizenship. In co-operative human endeavor friction must be reduced to the minimum, and to accomplish this all the acts that we include under the term courtesy must be brought into play. Futhermore, the man or the woman who is really a co-operator has all the essentials of true religion which, in the end, is nothing more than co-operation for the common good under the inspiration of all the highest ideals—both human and divine.

These four essentials of living can be brought home to boys and girls again and again in the great characters of history and in the example of the lives of men and women in the community who are doing real civic and social service. They constitute a four-ply measuring rod of character, and until boys and girls or men and women have such a standard measuring rod, with which to test their own characters as well as the characters of their companions and other personalities that they meet in their own environment and in the pages of books, both of history and of fiction, they cannot be expected to develop the right type of conduct.

When the right ideas and ideals connected with these our essentials of living are presented as they should be in the schools, we shall be on the road to better daily conduct and better citizenship, and to the development of higher and finer personalities.

## Sight Saving

By HAZEL CRANE HADLEY
Ohio State Department of Education

DEFECTS of vision often rank third in frequency among the physical defects found in school children, and it is estimated that 12 per cent. of all school children suffer from defective vision. After children with eye difficulties are admitted to sight-saving classes, further deterioration of sight is almost universally checked, according to the testimony of oculists. Such classes are established in the public schools for children with such seriously defective vision that they cannot with benefit be educated in the regular grades.

A number of states are already operating classes, the newest one being Georgia. More than sixty cities are saving the sight of school children by this modern method. The aim of these classes is threefold: To educate pupils with the least possible eye strain; to teach them to conserve what vision they have; and to provide such vocational guidance as will prevent them from choosing occupations which would injure their eyes. Many surveys prove that one child out of every five hundred of school population needs to be educated in a sight-saving class. Children in these classes are not segregated. It is necessary for their proper development that they do as much school work as possible with children of their own age. They prepare their work in the sight-saving classroom, and recite with their regular grades. That they really compare favorably with children having normal vision is evidenced by the fact that the proportion of failures among sight-saving class pupils in Ohio is 60 per cent. less than the failures in the entire school system, in spite of a severe handicap.

## School Athletics

By MARION C. DIETRICH
Superintendent, Billings, Montana

IN FORTY years the growth in school athletics has been tremendous. The games, the equipment, and the method of handling athletics have gone through a complete evolution. While this growth was taking place school men were present, but seem to have paid little attention to the relationship between teams and the academic institutions they represented. Public interest has continued to grow and now this infant, athletics in the abstract, has grown into a lusty child, and might well be called the "Bad Boy" of the educational family. He is likable at times, active and often makes us proud, but once in a while he disgraces us, and

as a rule we can't or don't make him study.

Athletes do not show mental ratings lower than their non-athletic companions, but their academic ratings do average less. Whose fault is it then? Not of the athlete surely, but of the system under which such conditions can exist. This situation, controlled as it is by a multiplicity of interests, has arisen because school men failed to catch the significance of it in time to shape it differently.

This problem child, athletics, proves upon physical examination to be poorly proportioned—too large and strong in some localities, too weak and very much under-developed in others. A mental test shows him to be of good mentality. There is nothing "dumb" about athletics, but some of the methods used to administer it would indicate that very often the management belonged in the moron class. Vocational guidance for the subject shows that there is a field for it and that if properly directed it can be made an active source of benefit.

We recognize the problem as one of our own making and must go about deliberately to solve it. Public opinion must be shaped and standards between schools must be uniform. With men who are educators as well as coaches handling athletics, and with coaches as regular members of college faculties we see evidence of a new era, and with the active co-operation of school administrators the "Bad Boy" of education should soon become an efficient, lovable child.

## Are School Subjects Tool Subjects?

By CHARLES H. JUDD

Director, School of Education, University of Chicago

MANY people think of a tool subject as one which has no special content of its own and is useful only to the extent to which it is capable of practical applications. Arithmetic is commonly classified as such a subject, and there is a marked tendency at the present time to reduce as far as possible the attention devoted to it in the schools. Arithmetic can be shown historically to be the embodiment of one of the greatest intellectual inventions of the race. Let any one who doubts this try to carry on any of the operations of modern science or commerce with Roman numerals. Arithmetic in the modern sense became possible with the importation of the Arabic numerals into Europe in the sixteenth century. Arithmetic is the source of the modern idea of precision. This idea pervades civilization to a degree which makes it utterly fallacious to attempt to define the content of number thinking by surveys of the problems in addition and subtraction which people solve in ordinary life.

Instead of being a mere tool number consciousness is a fundamental constructive mode of thinking. It is one of the highest achievements of the mind, and as such is worthy of the largest attention in the schools. It is a generalized mode of thinking which needs to be understood by every one who would have any adequate comprehension of the operations of the modern world.

## Education of Crippled Children

By J. M. GWINN

Superintendent of Schools, San Francisco, California

THE education of crippled children is not a national problem in that it is the responsibility and duty of the Federal Government to provide the ways and means and assume the administrative control of it. The states and the local communities within the states must undertake the responsibility of educating these children.

The education of crippled children is a national problem in that the need is nation-wide. A crippled child is found where five hundred or more people reside. It is a national problem in the sense that the nation's welfare will be promoted through the education of the crippled children, changing them from tax consumers to tax producers, and through giving them their chance, which is their right in this democratic nation. It is a national problem in that states and local communities, through indifference, ignorance, lack of proper laws or economic resources, may not respond to the cry of the crippled child. Then the nation as a great-hearted and wise father should supply facts, awaken interest, and suggest ways and means through which the state or the local community may discharge the duty owed to these handicapped children.

It is in times of great national crises that we are made most conscious of our weaknesses. If these crises are wars, these wars produce cripples, under conditions which are dramatic and which stir the emotions. In such situations programs for relief are inaugurated. It was during the Civil War that relief for cripples started in this country. By 1912 some forty institutions for the care of cripples were in operation. The first real school for crippled children, the Industrial School for Crippled and Deformed, was established in Boston in 1893.

Education suited to the nature and needs of crippled children was late in starting and slow in spreading. The general public has hardly yet been made aware of the need for a program of education for crippled children. The crippled child is hidden away in his home through false fears or pride of relatives, or through the inability of the crippled child to go where

people can see him. The rights of the child have not been appreciated and children are impotent to enforce their rights for themselves. Even the right of life was denied the crippled child a few hundred years ago, and his right to walk, run and play, read, write and spell, as other children do, and to have a place among the self-supporting members of society, is even now gaining but tardy and limited recognition.

The single crippled child in a small community may seem of no or little importance to the community, and even of less importance to the state and the nation; he is just one in a hundred children. But when the number of such children is viewed nationally, this number is appalling. There are at least three hundred thousand cripples under the age of eighteen. Three hundred thousand crippled bodies, but not three hundred thousand crippled minds. The percentage of mental defectives among them is surprisingly small, and the percentage of these crippled bodies which might with proper treatment and care be made whole, or else fairly effective instruments for the use of the normal minds of these children, is surprisingly large. The number and worth of these children make their care and education important to the nation. We cannot afford to neglect these children, else many of them will become burdens costing much more than would have been the cost of their correction and education. We cannot deny them a chance for, in doing so, we are taking away from them the birthright of every American child.

The care and education of this great army of cripples present many complex and difficult problems. Local communities and even states are impotent to provide a program through lack of information and guidance. The study of the problem is worthy of the attention of the Federal Government.

There is another problem relating to crippled children of much greater importance to the nation than that of remedial measures for those who are crippled. It is the problem of prevention, of removing or controlling the forces which cripple children. It is wonderful to do good to a crippled child, but it would have been much more wonderful to have done something so he would never have been crippled. Better milk has greatly decreased the percentage of crippled children. Surely other conditions affect the problem. A program of prevention is certainly worthy the attention of the Federal Government.

The problem of the crippled child has at least three factors, each requiring the attention of a separate agency. The problem calls for the attention of social workers, public health officials and educational authorities, in addition to the service of orthopedic surgeons and managers of hospitals and convalescent homes. In this discussion but one factor has been given attention, namely, the factor of education, but the problem of education is organically joined with the other elements of the whole problem.

A national program for educating crippled children can be fostered through the National Society for Crippled Children, through state societies for crippled children (of which there are now more than twenty), and through service of nationally organized fraternal and welfare organizations such as the Shrine and Rotary. The National Education Association and State Teachers Association can co-operate in this development, at least until the time arrives when a way may be opened for the Federal Government to take a more active interest in the problem.

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## Training for Citizenship

By EMILY GRIFFITH
Opportunity School, Denver

DURING the last ten years volumes could be written concerning men and women who have passed through the door bearing in golden letters, "Opportunity." "You can do it," said Emily Griffith, principal, Opportunity School,

Denver, Colo., in a speech before the tenth general session of the Department of Superintendence, Thursday afternoon at the Fair Park Auditorium.

"Ten years ago the Board of Education, Denver, Colorado, established the Public Opportunity School," continued Miss Griffith. The school is open from 8 a.m. to 9.15 p.m. to people of all ages. There are no entrance requirements. Last year over 9,000 were in attendance. The school is organized and equipped to provide the fundamentals of an education for those persons who have been deprived of school advantages in youth, to provide a working knowledge of many trades and industries to men and women already in mechanical and industrial pursuits who have the ambition to become more efficient workers; to give boys and girls another chance who for various reasons do not fit well in the regular public schools; to give people born in other countries an opportunity to learn English, and to prepare them for naturalization and citizenship.

Hundreds of adults are spending from one to many hours each day under instruction which will make them better citizens, more efficient workers and happier people, because they are growing into a fuller life.

Here the young man has learned his trade and left the streets because he is no longer idle; the crippled man has been trained to take his place not through sympathy, but by the efficiency of his work; the foreigner has learned to speak English, has made friends, and is taking out his naturalization papers; his boy is learning a trade in the school and his daughter is learning to cook American food. The misfit has trained for and entered into the work for which he is naturally adapted; the apprentice enjoys the day's work because he knows the why of what he is doing; the girl in business enters on her work with assurance because she knows she can do it; the working woman looks forward to her hour with books; the illiterate has learned to read and the world of books is opening up to him; the man has finished his high school and may go on in his desired profession. This is the story of thousands. Material gain can be recorded, but who can measure the spiritual gain or estimate the value of learning to enjoy the "right things"?

## Value of Home Economics

By LILLIAN PECK
State Supervisor of Home Economics, Austin, Texas

CAUSING pupils to "face facts and think," is a fundamental aim of home economics, and all other phases of education. We want the pupils to bring to class their own problems —and most of them have very real ones if they are willing to recognize them—and analyze them and wrestle with them until they are solved in a reasonable and satisfactory manner, and their influence set to work in the home and community concerned. In an ideal program in home economics the entire course of study might be made up of students' immediate problems which are solved by pupils under the wise leadership of an all-wise teacher. We are concerned today with an imperfect system. Home ecomonics as taught in the school should function in the home and the community.

A teacher who uses a course of study as a tool, not a Bible, who recognizes the fact that the pupils already know much and that instruction in home economics in school is to make up for shortages in home instruction and to stimulate the child to think straight in facing practical problems, a teacher who has the love and sympathy necessary to help the child better her imperfect surroundings and bring more love, aspiration and contentment into the home, is the teacher who can make home economics function as it should function.

## Professional Attitude of Teachers

By JESSE H. NEWLON
Superintendent of Schools, Denver, Colorado

ONE thing is as clear as Pike's Peak on a clear day and that is that the most important problems of articulation are found in the professional attitude or mind set of the senior high school teacher, and in our old friend, college entrance requirements.

The high school has old and powerful traditions. The service of many of the most influential teachers goes back twenty, twenty-five or thirty years, and such service antedates to a large extent the scientific movement in education. The result is the old conflict between the reactionary and the liberal both within the senior high school and between the faculties of the two schools.

This attitude can be improved by bringing young teachers with professional training into the senior high schools. Teachers who have been effectively exposed to the study of the science and philosophy of education cannot be slaves to tradition.

In recent years there has been a spectacular rush into the colleges, with the result that in the high school large numbers are selecting their courses solely with this goal in view. This causes a crowding of courses in college preparatory subjects. Of even more serious importance, in my opinion, is the effect that these requirements have on the selection and organization of subject matter.

Under present conditions a fundamental reorganization of the secondary school curriculum

such as is being attempted in some colleges through the introduction of orientation courses and in other ways would be next to impossible. The time has come when the dead hand of the past in the form of traditional college requirements should be removed from secondary education, and such curricula be used as will best prepare young people for their life needs.

The time has come to subject college entrance requirements to scientific examination. As yet practically no attempt has been made to determine experimentally what should be the policy as to these requirements.

It should be borne in mind that boys and girls are at stake in all these matters; that there should be a curriculum for every individual, comprehensive and well balanced, extending from the kindergarten through the high school or university or professional school, as the case may be.

## Tribute to Kingsley

IN OPENING the sessions of the Conference on School Planning at Dallas, Frank Irving Cooper of Boston took occasion to speak feelingly of the work of the late Clarence D. Kingsley, one-time Commissioner of Secondary Education in Massachusetts, but for his last three or four years an "educational engineer."

"About fifteen years ago," said Mr. Cooper, "a man came to our office in Boston, saying that he had given much thought and attention to the planning of schoolhouses, and asking for an opportunity to spend some time in the office to obtain a knowledge of the way in which architects undertook the planning of their buildings. This opportunity was afforded him, and in return he was glad to suggest how school buildings should in his opinion be developed from school programs. That man was Kingsley, and from that beginning grew a firm friendship and a large measure of co-operation that lasted till his unfortunate death.

"Kingsley was a pioneer in educational engineering. He realized that school buildings should be fitted for the objectives of education, and in planning them there must be a knowledge of school programs.

"Results of Kingsley's work are already evident in various parts of the country. He undertook his work scientifically, philosophically and with the approval of his programs by supervisors and committees."

Nothing is best for teachers that is not best for pupils.


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# *Character Chats*

By JOSEPH B. EGAN, A M.

## The First Butterfly

I WAS walking along on top of a high hill when it happened. I saw a little golden flake drift down under a tree. "It must be a last year's leaf," I thought. Just then the golden flake fluttered up into the air again and came towards me in uncertain flight. "It's a butterfly," I said to myself, "the first of this beautiful year. Its wings are as new and untried as the pale green buds on the hickory twigs or the coral flowers on the maple just beyond."

I watched the butterfly as it rose and fell in its queer wobbly flight, until it passed over the edge of the hill. For just an instant I had a vision of its lovely pale gold, set like a piece of filigree into the blue of the sky beyond.

It came to me then that we live in a very beautiful garden. A great mind fashioned it for us with infinite, loving care. Like a great landscape gardener, He placed the trees against the sky; He fashioned the valleys; He lifted up the hills; He put a violet rock here and a clear brook there, with meadows of cool green everywhere, and then, in order that there might be life and the beauty of moving things, He sent butterflies and bees and gay-colored insects to people his garden. He called the birds out of nothingness and told them to sing; He called the flowers out of nothingness and told them to blossom; He called man out of nothingness and said to him: "Behold, I have made it for you. Live in my garden and enjoy it. In return, I ask only a pure and upright heart."

I think God is glad when He looks down and sees girls and boys playing in His garden. I think His eyes follow them in their games and in their studies and that He sits beside them when they sleep.

I wish I could stop my story here, with the picture before you of God sitting beside you while you sleep, watching over you with infinite love. Were it not that there is someone else in the garden beside God and you it would not be necessary to go on. At night, evil-looking bats flit out of the mouths of caves, where they have hid all day. They, too, fly about in the garden. They are evil things. They are the sins we commit that take wings and go about doing harm. Since they are our sins they come back to us night after night and day after day until our Heavenly Father takes pity on us and reaches out and destroys them. We should be careful never to lend wings to sinful things. An evil word flies out of our mouth, flits through the air and hides in the ear of another. We cannot pursue it and catch it. Only God can do that. On the other hand, beautiful words have the same power. Like the golden butterfly they flutter about scattering joy wherever they go.

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## Give Something a Chance

A LITTLE GIRL, one day, walked down a narrow lane on the way to school. About her the world was full of the wonders of God. Asters blossomed in blue gayety beside the road; birds sang in silver melody from the hazel bushes, and the bees were busy in the blossoming goldenrod. The little girl came to a place in the fence where bars opened into the pasture beyond. One of the long violet sticks had been thrown down across a clump of star-eyed asters. The little girl noticed the crushed stems of the flowers. In a second she had raised the bar, had straightened the stems and lifted the beautiful blue heads from the dust of the road. A business man in a distant city found a little boy weeping on a doorstep. He paused beside him and laying a gentle hand on his shoulder, inquired the cause. "My mother is sick," said the boy. "My father has been out of work, and I do not know what we are going to do." The next day the father had work, and the little boy, with a happy smile, was back in school. A noble woman in another part of the world found an infant abandoned on a park bench. She lifted the little mortal into her tender arms and carried him home, caring for him, from that day forth, as though he had been her own son. It is well, now and then, to know that nobleness is all about us in the world. That people are going about on the Father's business, in low and high places, lifting up the weak and showing mercy to the abandoned. We often see crime about us. We read of it in the newspapers and hear it talked about in our homes, but very seldom do we come in contact with the deeds of those who walk with the light of the spirit in their souls; and yet, such beautiful people are about us all the time. They have gentle eyes and tender hands and soft voices, and they know only words of helpfulness and cheer. Such people may not

be rewarded as the world pays, but we may rest assured that they receive abundantly of the choice treasures of the soul. In their hands are the golden keys and before them the treasure chests of God, filled with His loveliness, His goodness, His mercy, His everlasting joy.

## Giving Thanks

ONE noon I brought back to school with me a beautiful orange. It was unusually rich in color and sent off a delicate, appetizing odor. A little girl came in on an errand. She looked at the orange in such a way that I knew it appealed to her. I took it up and placed it in her hand and said: "There, I want you to enjoy that orange. It came all the way from California to give you a few moments' pleasure." The little girl smiled happily, and then said the two simple words, which I think are about the most important in the language, "Thank you!"

After the little girl had gone her "Thank you" remained with me in place of the orange. It set me to thinking. I had given her an orange and she had given me her thanks. Had I thanked anyone for that orange when I got it? I fear not. True, I had given the fruit dealer a nickel. That was all he deserved as a mere middleman, but that sum had not paid for the glorious color, for the cool, firm feel of the rough skin, for the sweet tropical scent that rose from it or the "thank you" that had come to me from the lips of the little girl. Whom had I to thank for all these favors that no round nickel could ever buy?

Somewhere, in a far land, under sunny skies, a seed had sprouted that had become a tree, which, in turn, had blossomed and borne oranges. My mind wandered back to that tree, and beyond it to other orange trees; thousands of them flourishing along the pathway of time, until the vision was lost in the mists of a million years ago. All that great, noble line of trees lived and produced oranges that I might have one of them in America, in Boston, in the year of our Lord nineteen hundred and twenty-seven, to give to a little girl who knew how to say "Thank you."

Not so many years ago people used to bow their heads before eating, and say something like this: "Bless us, O Lord, and these thy gifts, which we have received from thy bounty." A gentle, praiseworthy thing to do, since it offered thanks to the kind Father who spreads all the good things of earth before us.

So, today, in spirit at least, let us offer thanks to God for the blue sky that arches over us, for the warm sunshine, for the flowers that gladden us and the birds that thrill us with silver song, for the love of parents and the friendship of friends, for health of body and mind, and for sin-free souls. He who carries in his heart the spirit of thanksgiving can never be mean or niggardly or self-conceited.

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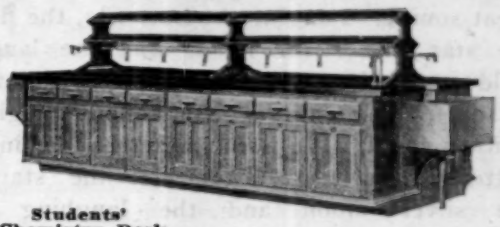

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## The Brook

I KNOW where there is a sparkling little brook. Morning and evening, for nearly a year, I have watched it hurrying off to the sea. How it tumbles and rushes and frets over the rocks and surges around the bends in its banks. Some day when I have lots of time I am going to start at the old log bridge and follow it back towards its source. I know it will run along beneath wooded hills and over pleasant valleys and on again between great rocks. Somewhere beyond the great rocks it comes bubbling up out of the heart of earth. I suppose you wonder how I know all this. Well, I am as sure of it as I am that I live, and yet I have never seen its source or talked with anyone who has. What a peculiar brook it would be if it had no source. Just imagine the crystal water suddenly appearing from nowhere at all. You cannot imagine it and neither can I. That is the reason why I

know if I follow the brook back far enough in due time I shall come to its source.

What is true of the brook is true of all things. A butterfly, a flower, a star, a silver moon, and a laughing child. All these things lead us back through ages and ages to the one great source. Imagine the butterfly, the flower, the star, the silver moon, and the laughing child just being where they are without any reason for being there. You cannot imagine it. Neither can I. We both know that behind the butterfly and the flower and the star and the silver moon and the laughing child in the dim ages of countless thousands of years ago, Someone thought to Himself: "I shall open the wings of a glorious butterfly and it shall scatter color and give joy. I shall lift up the lily in its white robes and it shall scatter pleasant odors about it. I shall hang a star in the evening sky and it shall scatter light and lead men to think of me. I shall make me a silver moon and hang it as my sign in the heavens as a proof that I live, and I shall fashion, as the fairest of My works, a little child whose laughter will fill the world with happiness."

So you see, girls and boys, as the brook leads back to its source in the hills, so do the things about us lead back to the inexhaustible source of all of them—the loving Father whose throne is in the sky but whose realm is in the hearts of men.

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## The Lazy Men of Fimber Village

IN OLDEN days Fimber Village was quite a little place, lying amid its green fields just off the great Roman road that ran on to York. Beyond the village itself, but hidden from it by a wooded hill, was the tumble-down home of three brothers. Even in Fimber Village these brothers were known as lazy men, and the name was merited, for they did nothing from morning till night but lie under the shade of a great elm and watch, with sleepy eyes, the world passing by on the road before them. One day as they lay on their stomachs supporting their chins on their palms, they saw a noble-looking man ride up on a great gray horse. The man seemed bewildered, for when he came to the fork of the road, he studied it a moment and then turned to the brothers. "Gentlemen," said he, with the greatest politeness, "will one of you three be kind enough to direct me to the road to Fimber Village?" To his surprise the men gave him no answer, but merely glanced at each other out of the corners of their eyes. "Perhaps they are deaf," said the man to himself. "I shall try again." So raising his voice he cried out: "Gentlemen, will one of you direct me to Fimber Village?" At his words one of the men nodded his head, another lifted his felt foot, and the third opened and shut his mouth. "They are dumb," thought the man, "but they hear well enough. I shall try again." Raising his voice still higher he called out: "I shall give one of you a half-crown if he will arise and show me the way with pointed finger." Not one of the men stirred. By now the polite stranger had begun to smile. "They are just three lazy clouts," he thought. "I shall test them with a gold crown." "Gentlemen," said he, "it is apparent to me that I am facing the three laziest men in England. I wish very much to see who of the three is the champion of all lazy men. Here is a gold crown for the laziest. What shall I do with it?" "Throw it within reach," cried the first brother. "Put it in my hand," mumbled the second brother. "Just drop it in my pocket," whispered the third. "It is impossible to choose between you," said the man, "so I shall keep the crown myself." So saying he dropped the coin in his wallet and rode on. By chance he took the right turn and came in a few moments to Fimber Village. Stopping an inhabitant he asked for the home of a certain woman. "She is dead," answered the native. "I grieve to hear it," said the man, "for she was my sister, and I have come from the Indies with great wealth to make her old age a happy and comfortable one." "You might be interested to know," said the man, "that she has three sons. They live at the cross-roads just before you enter town." "Do they, indeed?" said the man with a queer look in his eye. "Do they, indeed? Well, here is a gold crown for your information. I must go riding on to the world's end." "And your name, son?" asked the man.

"Old enough and respectable," said the stranger. "You have heard of me. I am Opportunity."

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## Dreams

BY EDGAR GUEST

One broken dream is not the end of dreaming,
  One shattered hope is not the end of all;
Beyond the storm and tempest stars are gleaming;
  Still build your castles, tho your castles fall.

Tho many dreams come tumbling in disaster
  And pains and heartaches meet us down the years,
Still keep your faith; your dreams and hopes to master
  And seek to find the lesson of your tears.

Not all is as it should be! See how littered
  With sorry wreckage is life's restless stream;
Some dreams are vain, but be you not embittered,
  And never cry that you have ceased to dream!

—Industrial Peace

# EDUCATION IN ACTION

## Ohio Town Adds Course in Morals

A course in moral education has been added to the curricula of the nineteen schools of Lakewood, O. Superintendent Charles P. Lynch, though not believing present-day boys and girls belong to a lost race, admits that stimulation of a few passing virtues might not be amiss. Courses in character training are being introduced in the twelve grades of the schools. The course is in three divisions—for grades, junior high school and senior high school—and the method of presentation is adapted to the age of the pupil.

## Declares College Boy And Motor Won't Mix

Judge William S. Kenyon of the United States circuit court of appeals has little sympathy for parents who send their boys to college with an automobile. "Rather than do that," he said, "I would buy thirty cents' worth of powder and blow him up. It would be fairer to the boy."

## Rich Men's Sons Lead Yale Scholars

Rich men's sons have been chosen to lead the scholars of Yale, it was learned when the results of the annual Phi Beta Kappa elections were made known. John Rockefeller Prentice, grandson of John D. Rockefeller, Sr., was elected secretary of the national honorary scholastic society, and Robert Huntington, Jr., son of a Hartford millionaire insurance man, was chosen president.

## Enrollment At Columbia

Columbia University has 35,229 students, an increase of 1,582 over last year, it was announced. In addition to the resident students there are 9,600 students who follow courses away from the university, for which no academic credit is given. Summer session students number 13,219.

## French Academy May Bar Briand

Aristide Briand, French Foreign Minister, may not be admitted to the Academie Francaise, composed of forty "immortals," because he is a poor speller. He is said to have cast sheep's eyes at a seat in the famous society, but he has not announced his candidacy. M. Briand has formed more governments than any other man in France, but hostile critics say he would not last very long in a spelling bee. They refer to a thirty-word note he wrote in which were two misspelled words and an error of syntax. The note, one of congratulation to a friend, is reproduced photographically in one periodical as proof of its contention that "his literary qualifications are insufficient" for fame as a man of letters.

## Land-Grant Colleges Are to Be Surveyed

After donating millions of acres of public land for the establishment of land-grant colleges and contributing over $60,000,000 for their support in the last sixty years, Congress has appropriated $110,000 to determine whether they are keeping to the purposes for which they were established. The investigation will take two years. The colleges invited the survey, which will be conducted by the Bureau of Education. The latest report shows that 260,000 students were enrolled in land-grant colleges last year. There is one land-grant college in every state, except Massachusetts, which has two. Each of the territories — Hawaii, Alaska and Porto Rico—has one. Their organization, scope, methods of instruction and experimentation will be surveyed with a view to suggesting ways to improve conditions so that they may find their exact fields of work.

## Urges Subsidizing Of Superior Girls

As college life becomes more expensive Mount Holyoke must find ways of subsidizing really superior girls who cannot meet the expense, Miss Elizabeth Adams, acting dean of Mount Holyoke, recently told the graduate council. She declared that if something like this were not done, Mount Holyoke would lose the advantage which comes from having really able students, both in stimulation of the general college life and in distinction of achievement after graduation.

## Training of Teachers For Commercial Subjects

The Department of the Interior recently attempted to find out what the private commercial and business schools were doing toward the training of teachers for commercial subjects. Of the schools reporting, 85 were offering teacher-training courses and 346 men and 1,488 women were enrolled. Entrance requirements for teacher-training course and length of course were reported for 81 schools. Of these schools five had no entrance requirements, six require a common-school education, 69 require high school graduation, and one offers courses only to college graduates. The average length of the course is about 12 months. Of the 69 schools requiring high school graduation for entrance, 27 have a course of less than nine months, 23 have from nine to 16 months, 17 have 17 to 24 months and two have four-year courses.

## University of The Air Urged

A "national university of the air," in the interest of social unification and for the spread of educational influences, was urged recently by Merlin H. Aylesworth, president of the National Broadcasting Company. He based his plea for a country-wide university of the air on the values inherent in broadcasting and on the fact "that it will not be long before the radio audience in this country will exceed 30,000,000 people." He said broadcasting has thrown the door wide open to those who would raise the level of national culture by greater educational opportunities and to the millions who yearn for some of the advantages of higher education. "The problem of adult education, for one thing, is to reach the adult in his home rather than to bring him to the classroom. From this standpoint, at least, broadcasting can be made the greatest agency of public education," Mr. Aylesworth asserted.

## Horseshoers' College Graduates Class

Chicago's most novel institution of education, the Horseshoers' College, turned out twenty-five graduates with impressive ceremonies recently. The graduates, given blacksmiths' union cards, came to Chicago from various parts of the country to learn to "dress, calk, fit, nail and finish horseshoes."

## High School Principal Uses Loud Speakers

Wearied by the necessity of running from room to room when he wanted to say something to teachers or pupils, W. E. Orcutt, principal of Central Junior High School, Marion, O., has had the entire building wired and equipped with loud speakers. Now, each morning, he presses a button on his desk and one speech suffices for all.

## Must Learn to Understand "Jazz Age"

Dr. Herbert E. Hawkes, dean of Columbia College, said in an interview that colleges today must learn to understand the "jazz age" before they can provide a useful education to the present generation. Unlike Dean Gauss of Princeton, who was quoted recently as saying the salvation of the modern college lay in a return to "academic seclusion," Dean Hawkes contends that with the campus of Columbia fronting on Broadway, there can be no seclusion for his institution, and that seclusion is not necessary. The fact that students' interests are up-to-date, be they jazz or philosophy, is mental independence rather than "flabbiness," in the opinion of Dean Hawkes. "The great challenge to American education during the past decade is more accurate knowledge of the kind of young people we are trying to educate," he declared.

## Student Creeds Prove Disconcerting

"Indifferent and independent" is the residuum of a questionnaire on religion sent to 2,000 Northwestern University students recently. This seat of learning was founded by Methodists and the atmosphere of the founders still permeates to some extent the campus. "Why worry?" answered a girl senior. "Better a few individual creeds that we really believe and have proved for ourselves than all the dusty ritual that our grandparents blindly followed." "The majority of students are not interested in religious affairs, probably due to the many outside attractions," wrote a junior who maintained that Northwestern is typical of American colleges today. Bishop Nathiel S. Thomas offers the faculty the Wyoming plan. This includes a clubhouse on or near the campus, one room of which is used for lectures on religious topics. In another room, he said, forums would be conducted by the students led by prominent thinkers of the community.

## College Types Are Classified

An undergraduate committee of the University of Oregon, studying student problems on the campus, has made a number of suggestions in its first report. It proposes to abandon the word "student" as applicable to the general body of undergraduates. "Registrant" is given as preferable to "student," because under this classification three groups could be named. These would include pupils, studiers and students. A "pupil," the committee says, is a non-student registrant, whose primary aim in attending college is somehow and anyhow to win the label of a college man. The type mark is a lack of willingness oftener than of intelligence to do university work. A "studier" is a non-student in the university who is seriously preparing himself for a life in trade or profession. Education to him is admittedly a tool and nothing more. The "student" class is distinguished from the members of the former two by the following definition: "A 'student' is one who gives himself to learning for its benefits; a non-student is one who lends himself to education for its profits."

## New System Ready At Johns Hopkins

Announcement that Johns Hopkins University, after two years of preparation, is now in a position to operate primarily as an institution for graduate study and scientific research, with eighty per cent. of the collegiate work concentrated in the first two years of a college sharply segregated from all graduate departments, was made by President Frank J. Goodnow. The collegiate work, he stated, even in its curtailed and segregated form, would be continued only temporarily.

## Urged to Combat Inroads of Atheism

"The principle of separation of Church and State must not be construed so as to render the state the fosterer of atheism; we must keep sectarianism out of the schools, but we must not surrender them to the sectarianism of irreligion," Dr. Luther A. Weigle, Sterling professor of religious education at Yale University, recently declared. "The twentieth century has witnessed a strange recrudescence of paganism," Dr. Weigle continued. "Students are catching irreligion as they would a contagion, restraints are denounced and liberty confounded with lawlessness." He went on to say that the secularization of education has been incidental rather than purposeful. "But the very omission of religion in the schools is bound to discredit religion. Students are bound to conclude that religion is unimportant, irrelevant to the business of life or merely a matter of personal taste."

## Public Schools "Behind Times"

Fifty years of teaching and educational research have just been completed by Dr. Charles A. McMurry, a member of the Faculty of the George Peabody College of Teachers at Nashville, Tenn. Out of his long experience Dr. McMurry has evolved certain definite conclusions regarding the present state and the future of American education. He believes that despite the great progress thus far made in educational philosophy and psychology the public schools are far behind the times, but he holds that without being fully conscious of it we may now be at the turning point where the current of educational thought may sweep into the right channel for the future. When asked why so many children find their school work irksome, he said this was because it lacks the stimulus of the life incentive. "This life interest in a real world is the prime source of strong and wholesome mental reactions. The curious thing about the school is that it lacks intellectual quality and strength. It piddles around with a lot of routine facts and seeming trifles where it ought to be grasping all these details into a larger project significant in life."


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### Hotel Converted Into School

Acquisition of an old hotel at Republic, Wash., has made possible attendance of pupils from remote sections of a sparsely settled country upon the only accredited high school in the county. A competent matron is in charge of the improvised dormitory. Pupils come from as far away as fifty miles, bringing such furniture, fuel and food supplies as can be spared from their homes. The small cash outlay necessary is apportioned among the pupils at the end of each month.

### Carolina School Uses New Method

In Yancey County, North Carolina, far from the centres of American collegiate life, an educational experiment is under way that is expected to exert wide influence. The experiment might be described as an effort to teach a student body how to live. The somewhat elementary state of instruction in the locality enabled Dr. L. F. Jackson, president of the Stanley McCormick School in Burnsville, to test an educational system adapted to his students, as distinguished from the usual method of fitting students to a system. The only entrance requirement is that the applicant must be fourteen years of age or older. Instruction begins with the world immediately surrounding a student. He is asked to look out on the familiar scene of Yancey County and describe some of its component parts. For instance, how did the earth at his feet come about? What of the flowers, the animals, the people? The country is the textbook.

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# TREND OF THE TIMES

LIFE SPAN of the citizen of New York City has been almost doubled in the last century, according to Dr. Haven Emerson, professor of public health administration of Columbia. In 1800, he said, the average duration of life was just over thirty years, while now it is just under sixty years.

HOME RULE for cities is permitted by legislation in sixteen states, according to a report made by the Chicago municipal librarian who is helping prepare material to be used in Chicago's fight for the right to govern itself. The states are California, Washington, Ohio, Oregon, Minnesota, Colorado, Oklahoma, Michigan, Arizona, Nebraska, Texas, Maryland, Pennsylvania, New York, Wisconsin and Missouri.

JUVENILE DELINQUENCY cases were becoming so numerous in Hazleton, Pa., that Mayor Harvey announced he would oblige parents to pay a fine whenever their children violated a law in the future.

"OLD IRONSIDES," the historic frigate Constitution, after undergoing necessary and urgent repairs will be fitted out at the Boston navy yard as a naval museum and will make an extended cruise to various American ports to inspire patriotism, according to an announcement from the Navy department. School children have contributed to help defray the expense of repair work.

JAPANESE GIRLS who were given a tour of the United States by a member of the house of peers did not like the freedom of the American girls. In their published impressions they said that American women are too selfish and too active, and that girls show lack of decorum by eating peanuts on the streets.

ELECTRIC SIGNS in New York City's "Great White Way" are made up of 1,243,538 lights which nightly flash 25,000,000 candle-power against the sky. Contrary to popular impression, the Edison Company's survey shows that the theatres are responsible for a comparatively small number of signs on Broadway. Restaurants have four times as many and barber shops three times as many electric signs. Tobacco stores, druggists, tailors, and even garages display more signs than the theatres.

BOSTON CITIZENS numbering 793,000 pay bills of $70,000,000 to run the city. According to City Auditor Rupert S. Carven, not a single private citizen has ever been in his office to ask how the citizen's money is handled, where it goes, or why the city needs so much.

NEW MOUNTAIN range has been discovered in the Yakutsk region of Russia, according to the Soviet Geological Society. The mountains are along the Indigirka River. The new range is described as more than 1,000 miles in length, 300 miles wide, with many of the peaks 11,000 feet high. The range probably will be named after Lenin, the late Premier.

COSMETIC OUTPUT in the United States has multiplied six times in the last ten years, according to the American Chemical Society. Two prominent causes of expansion are "the much greater addiction of girls and women to cosmetics of all kinds than before the World War," and "the rise of artificial and synthetic aromatic compounds." The total output for last year was valued at $141,488,000.

FRENCH CITIZENS, men or women, are placed at the call of the country in time of war by the new Army Reorganization Law recently adopted by the Chamber of Deputies. By the law the general principle of equality of the sexes in the defence of the country is laid down. The first paragraph of the preamble stipulates that every French citizen over the age of twenty-one is liable to military service.

PEKIN POLICE have assisted man in repelling the onslaught of the modern woman upon his last stronghold, the barber shop. The Pekin peace guardians discovered that bobbed-hair American women and some Chinese as well were having their hair cut in a barber shop used also by men. The chief of police forbade the proprietor of the shop to cater any longer to women clients.

CHICAGO CLAIMS more bathtubs in proportion to population than any other city in the world. Of its 700,000 families ninety per cent. have bathtubs that use a considerable portion of the daily average of 300 gallons of water for each man, woman and child in that city.

# The BOOK TABLE

MOTION PICTURES FOR INSTRUCTION. The Century Education Series. By A. P. Hollis, film editor, De Vry Corporation. Cloth. Illustrated. 450 pages. New York: The Century Company.

"Motion Pictures for Instruction" and the De Vry Corporation are stabilizing the school use of the moving picture film. There are limitless possibilities in the school use of the moving pictures, but A. P. Hollis in this book is eliminating much of the nonsensical and vicious waste of time and money. Three years ago there were 15,000 non-theatrical motion picture machines in use in schools, churches and other non-professional activities. There are many libraries of educational films and even the theatrical motion picture producers have put at the disposal of the schools and churches feature films, scenics and science films. The A. P. Hollis book is the first adequate source material as to suitable films to accompany regular classroom work with specific instruction as to how to use these films so as to produce satisfactory educational results.

What an unabridged dictionary and an elaborate encyclopedia is to a student "Motion Pictures for Instruction" is to the use of educational films for school use. There has been no equally useful book of instruction in many a day.

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PROFESSIONAL AND BUSINESS ETHICS. By Carl F. Taeusch, State University of Iowa. One Park Avenue, New York: Henry Holt and Company.

Professional and Business Ethics have never had the place in public thought that they have today. We had an opportunity to be behind the scenes recently when a large business house was on the carpet for unprofessional business dealing with a rival in business. The offending party had started defiantly to say that business was business, and it was no one's business but their own as to how they did business. The report to which we listened attentively went on for several sessions during many weeks. Little by little the offending party manifested a desire to have the esteem of his associates in business. It ended in a fine of $6,000 for unethical business methods, and the offending party accepted the decision and manifested much satisfaction at being reinstated in the confidence of business houses in his line of trade.

Professor Taeusch presents a discerning discussion of Applied Ethics as it is conceived theoretically by professional and business men in their Codes of Ethics, and as it is practiced by them in their daily work. He analyzes critically the marked recent development in the individual Codes of the lawyer, the doctor, the engineer, the teacher, and the business men; individual chapters are also devoted to the ethics of the labor unions and farmers' co-operatives, and to such general problems as fees and charges, and the ethical characteristics of business and the professions.

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OUR ENGLISH. Junior High Series. By Joseph Villiers Denney, Ohio State University; Eleanor L. Skinner, High School, Columbus, Ohio, and Ada M. Skinner, specialists on Elementary Grades. Seventh Year, 279 pages. Eighth Year, 309 pages. Ninth Year, 344 pages. New York: Charles Scribner's Sons.

These authors have a first-class working plan for life and work in a junior high school. They realize that this school is a new creation. They state the case clearly and effectively.

"Junior high school is not merely the seventh, eighth, and ninth grades of the school system. Promotion to junior high means a new start in life, a new frontier for exploration, a new outlook, more self-direction, greater concern for the welfare of the school, a live school spirit. In order to meet this new situation we must make plans together.

"One plan that each pupil must consider is a plan for the best division of his own time each day, so that he may meet every obligation as it comes. Do you know where you will be and what you will be doing at seven o'clock this evening? Do you have a regular time for going to bed? regular hours for recreation? regular periods for study? a place to study in quiet by yourself without interruptions? Can you make out a good program for your day? Do you know exactly what obligations in school and at home you must be ready to meet by noon tomorrow?

"Such questions you must answer if you would succeed in Junior High School. Mere drifting along will never do here. Has this class an ambition for a perfect attendance record? a perfect tardiness record? That will be possible only if every member has a well-planned program of daily life from which he deviates only for a very good reason. All success depends upon good planning and the firm resolution to live up to the plan adopted."

These authors apply their principles in a well-graded way to English work in the Seventh, Eighth and Ninth school year.

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SOME PRIMARY METHODS. By Laura Gilmore Sloman. Cloth. Illustrated. 290 pages. New York: The Macmillan Company.

This is the grouping of a larger number of primary methods, devices and projects than we have seen in any other book. There are so many that no need is likely to arise with any primary teacher that cannot be readily met by the use of this book, and the index is remarkably helpful.

The author has had abundance of experience as teacher or supervisor at the Horace Mann School and the Speyer School, both of Columbia University, Moraine Park School of Dayton, Ohio, Cleveland, Teachers College, New York, and the University of Pittsburgh. The examples and illustrations are clearly the work of real children. For instance, in class work in rhyming:—

There goes little Billy,
In that big black hearse,
Because he failed to remember
These two words: "Safety First."

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## Books Received

"The California Curriculum Study." By William C. Bagley and George C. Kyte. Berkeley, California: University of California.

"Contes du Moyen Age." Edited by T. B. Rudmose-Brown. New York: Oxford University Press, American Branch.

"Inductive Readings in German." Book I. By Peter Hagboldt and F. W. Kaufmann. Chicago: The University of Chicago Press.

"Our English." Seventh Year, Eighth Year, Ninth Year. By Joseph V. Denney, Eleanor L. Skinner and Ada M. Skinner.—"Romantic Prose of the Early Nineteenth Century." Edited by Carl H. Grabo.—"Language and Literature in the Kindergarten and Primary Grades." By Eleanor Troxell. New York: Charles Scribner's Sons.

"Psychology Applied to Education." By James Ward. Edited by G. Dowes Hicks.—"American History for Grammar Schools." Book One. By Marguerite Stockman Dickson.—"World Geography." Book Two. The Old World. By Frank M. McMurry and A. E. Perkins. New York: The Macmillan Company.

"The Autobiography of Benjamin Franklin." Edited by D. H. Montgomery. — "My Community." By Howard C. Hill and Damon H. Sellers. Boston: Ginn and Company.

"Spelling Games." By Nell K. Gleason. Chicago: Beckley Cardy Company.

"Procrustes, or Future of English Diction." By M. Alderton Pink. New York: E. P. Dutton and Company.

"Ventilation and Health." By Thomas D. Wood and Ethel M. Hendriksen. New York: D. Appleton and Company.

"The Scottish Chiefs." By Jane Porter. New York: The Macmillan Company.

"The Great Conquest." By Randall J. Condon. Boston: Little, Brown and Company.

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# GRINS BETWEEN GRINDS

### Real Grief

A small boy sat on a doorstep, overwhelmed with grief, and a youngster somewhat older stopped to comfort him. "What's the matter, kid?" he asked kindly. "My—my—dog was killed," explained the other between sobs. "Aw, that's all right. My grandma died last week and I never cried a drop." "It ain't a bit the same. You didn't raise your grandma from a pup."

### Easy to Keep a Budget Straight

Visitor—"Isn't it difficult to keep your household budget straight?"

Mrs. Newlywed—"My dear—it's terrible. This month I've had to put in four mistakes to make mine balance correctly!"

### Tit for Tat

Mother (to her four-year-old, who has been sent to his room because he would not say "please")—"You may come out now, Gordon."

Gordon—"Not till you say 'please,' mother."

### Not Recommended

Two old Maine farmers, well known for their brevity of speech, met one day at the crossroads and each pulled up his nag for a greeting.

"Mornin' Zeb."

"Mornin' Cy."

"What d'you give yore hoss when he was sick?"

"Turp'ntin'"

"Turp'ntine?"

"Yep."

That was all for that day, but they chanced to meet again in a week, and each drew in rein.

"Mornin' Zeb."

"Mornin' Cy."

"What was that you said you giv' yore hoss when he was sick?"

"Turp'ntine."

"Turp'ntine?"

"Killed mine."

"Killed mine."

"Gid-ap, Sal."

"Gid-ap, Roan."

### Fussy Fiddle

A theologian named Fiddle
Declined a Doctor's degree;
"'Tis enough," said he, "to be Fiddle,
Without being Fiddle, D.D."

### Awful Afflictions

Once a friend of Mark Twain's was conversing with him regarding a terrible affliction of a person known to them both. The friend said:—

"Can you imagine anything worse than having diphtheria and scarlet fever at the same time?"

"Yes," replied Mark. "I can easily imagine some things worse than that—for instance, rheumatism and St. Vitus's dance."—Knoxville Sentinel.

### Playing Safe

"Is your husband trying anything to cure his deafness?"

"No, he has postponed it until the children have finished their piano lessons."

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# JOURNAL MAIL BAG

### Teaching to Think

Editor, Journal of Education:—

I well remember I once asked a fraternity brother what he thought about a certain important public question we were considering in course in contemporary history.

"Think!" he exclaimed. "It isn't my business to think. That's what the teachers are for. I've got enough to do without bothering to think!"

And he was one of the "big" men in college—a leader in campus activities. Both of us are now teaching the "young idea how to shoot" and I am wondering if his attitude has changed. It was less than a year ago that he made the remark to me. Already I am enjoying teaching immensely, and getting much satisfaction from it.

In the early part of the school year "thought" questions on literature days in English were ogres of a dreadful hue. The idea of asking a question that couldn't be answered from the pages of a book!

I have a particularly lively and lovable bunch of commercial sophomore boys and girls. They are "quick" on the trigger. Now that we understand a few such strange and abstruse things as subjects and predicates, nouns and verbs, rules of punctuation, that "French" should be capitalized and "geometry" should not (and that this has nothing to do with the way I feel) we are enjoying our work together.

We have literature twice a week, and working with the writings of such men as Aldrich, Harte and Irving, we find much to think about.

We like to compare the customs, traditions and manners of the past with those we have. And then we THINK out the *reasons* for the changes that have taken place.

It's the latter that's important. Thinking the thing through is what gives the real training, for it is the thinking that will make for success or failure later on.

It used to irritate me greatly to have all our college chapel speakers tell us we were to be the props of this old nation. But I can see that now, as a teacher, I am helping mold the clay of the future.

If we can't get our boys and girls to think, then we will fulfill Uncle Eph's idea of a teacher—one who has the legal privilege of keeping the book open to see if the answers are correct.

Hayden S. Pearson,
Lexington High School,
Lexington, Mass.

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### Teaching Objectives.

Editor, Journal of Education:—

Even though our modern courses of study set up certain clear, but definite objectives for each grade, much teaching is still of the shot-gun instead of the rifle type. Too often there persists a three-fold, though often unintentional, failure: (1) to identify teaching aims; (2) to organize material into teachable form; and (3) to study subject matter from the teaching point of view.

Thus, when the real aim of the following statement taken from a teacher's planbook—"to teach addition of decimals"—is actually identified, the statement automatically reads "to teach habits of decimal addition." Similarly, even the briefest teacher reflection upon subject matter from the teaching point of view brings the realization that a mere knowledge of this subject matter does not necessarily reveal the best teaching method. The teacher with many prizes in mathematics may because of them be the very one who creates only a much unimproved pupil learning situation.

As teachers become increasingly interested in pupil behavior, habits of study, and ideals of conduct and action, they look straight through subject matter to the child. By degrees children become infinitely more important than subjects. Good teachers agree that attention should be centred upon pupil behavior, attitudes, and habits rather than upon any one or two subjects. The teacher's procedure with any and all subject matter should be based first of all upon a thorough and intimate understanding of the child and how he learns.

Wilson Greer.

Groton, Conn.

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### Meetings To Be Held

MARCH

31-April 2: Schoolmen's Week Sessions, University of Pennsylvania, Philadelphia.

APRIL.

7-8-9: Seventh Annual Educational Conference, sponsored by Ohio State University, Columbus, Ohio. E. J. Ashbaugh, Columbus.

12-13-14: Annual meeting Massachusetts School Superintendents, Bridgewater.

26-27-28: Junior and Senior High Schools and Deans of Girls, Framingham.

JULY

3-7: N. E. A. Convention, Seattle, Washington.

AUGUST.

7-12: World Federation of Education Associations, Toronto, Canada.

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### SPECIAL EXAMINATION FOR CERTIFICATES OF QUALIFICATION APRIL, 1927

BOSTON PUBLIC SCHOOLS: The Board of Examiners will conduct special examinations in The Teachers College of the City of Boston, Huntington Avenue, Boston, during the month of April, 1927, as indicated below:—

1. On Saturday, April 9, an examination for the certificate of qualification XXX. Day and Evening Industrial Schools.
2. On Monday, April 18, examinations for the IV. High School for Junior Assistants certificate, and for the XXXIII. Intermediate Certificate for Junior Assistants.

All examinations will begin promptly at 9 o'clock A. M. Detailed information with respect to the examinations may be obtained by application to the Board of Examiners, 15 Beacon Street, Boston, Mass.

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